

**NOTE\*** A sign of "successful" defusing of your students is that they feel better... yet, another sign of "success" might be that the defusing process surfaced other problems that will come to your attention. These problems might take on a variety of forms.



How will I recognize a child with an emotional problem, and what should I do to help?



**NOTE\***  
On an "anniversary date" of a disaster, memories & associated problems resurface!

- "Symptoms" might be the same as those for anxiety or depression:
  - Complaints of physical symptoms
  - Persistent avoidance of being alone
  - Unrealistic worries about harm
- Child is not able to "let go" of a memory; can't "get out of it."
- The degree of emotionality, and the degree of silence are both clues
  - Be sure to talk with the child and simply ask them quietly, confidentially, how they are feeling, coping.
- Make note of other physical manifestations of stress (as a result of the impact of the disaster/event).
- (Be aware of different forms of adjustment in each child).



- Teacher must know the child's baseline behavior and cultural/ethnic responses before identifying "serious problems" in that child.
- The teacher is not meant to be in the role of "diagnostician". At the back of this guidebook are some tips on making referrals for additional professional help.